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ABSTRACT

These instructicnal cbjectives have been selected frcm materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond tc the skills, abilities, and attitudes instructors want their students to acquire. These objectives may alsc serve as models for assisting instructcrs to translate cther instructional units into specific measurable terms. (MB)

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Instructional Objectives for a Junior College Course in Dental Assisting

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University of California
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INFORMATION

Unit I

Names of Teeth

The first step to learning about teeth is to learn their names and locations. Each tooth has a specific name and must be referred by it in all cases. Without this knowledge, you cannot advance further.

Objectives

Goal: The student will know the names of permanent and deciduous teeth.

Objective: Given a chart of teeth the student will write the names of the teeth in class within 15 minutes.

Unit II

Dental Nomenclature

The tooth has many areas, surfaces, and parts which the student must learn to recognize. Each tooth is an individual and has its distinguishing marks.

Objectives

Goal: The student will understand dental nomenclature.

Objective: Given a list of 20 terms the student will match each with his description with 70% accuracy.

Unit III

Tissues of the Teeth

The four tissues of the tooth is a very important subject for the

dental assistant to learn. This matter is so basic that it must be learned perfectly.

Objectives

Goal: The student will learn the basic tissues of the teeth. The student will also learn the parts of the tooth.

Objective: In class the student will define the four main tissues of an incisor and a molar.

Outside of class, the student will label the parts of the teeth that were discussed in class on the given pictures.

Unit IV

The Supporting Structures of the Teeth

The supporting structures of the teeth hold the teeth in the jaw bone. Without these we would not have teeth. Many people lose their teeth because they do not take good care of the supporting structures.

Objectives

Goal: The student will know the supporting structures of the teeth.

Objectives: Given a diagram of a tooth in its alveolar process, the student will label the structures with 75% accuracy in class.

Outside of class the student will draw in color a tooth and include the supporting structures. Label all discussed terms (14).

Unit V

Toothbrushing Technique

In order to teach others how to brush their teeth properly and to use the correct method yourself, the dental assistant must learn and

practice the correct toothbrushing technique.

Objectives

Goal: The student will learn the proper toothbrushing technique.

Objective: Outside of class the student will demonstrate the proper toothbrushing technique to another person and judge her success by the person in turn demonstrating it to her.

In class the student will answer the question "Why brush your teeth?" by listing at least 5 reasons. This will be done in 10 minutes.

Unit VI

Odontography

The external forms of the teeth are also identifying marks of each tooth. When carving teeth and finishing restorations, it is very important that these forms be included. The relationship of the teeth also determine their shape.

Objectives

Goal: The student will understand the external forms and relationship of the teeth (odontography).

Objective: In class the student will match 15 out of 20 terms correctly which pertain to odontography.

In lab the student will inspect the tooth sections and likenesses of the different angles for her notebook.

Unit VII

Dental Caries

Dental caries is a progressive disease of the hard tissues of the teeth which causes their destruction and produces cavities. These must

be restored by the dentist and his assistant.

Objectives

Goal: The student will learn about dental caries including its etiological factors, contributing factors, and its prevention.

Objective: In a 5 minute quiz in class the student will explain the chemicoparasitic theory in 25 words or less.

The student will answer 12 out of 15 multiple choice questions correctly on a quiz given in class.

The student will gain knowledge so as to help herself prevent dental caries and will demonstrate this by practicing preventative dentistry.

Unit VIII

Fluoride

Fluorides have been proved to be effective in preventing and reducing decay. It is applied topically in dental offices and many times is the duty of the dental assistant.

Objectives

Goal: The student will understand the kinds of fluoride and their application and uses.

Objective: The student will write a report of 300-500 words on the availability and use of fluoride in her area. The paper due date will be announced.

Unit IX

Progression of Caries

Caries progress through several stages before a tooth is destroyed. Naturally we do not wish teeth to be lost, so we must learn when it can

be saved or when it is a lost cause.

Objectives

Goal: The student will understand the progression of caries.

Objective: The student will be able to organize the progression of decay from a given list of steps. The progression will be in order from least to worst. The student will do this as a 5 minutes quiz in class.

Unit X

Signs of Decay

Decay is not always evident at first. The tooth may react to certain outside stimuli, may have pain or not. No matter how decay presents its signals to the patient, the doctor and his assistant must be able to recognize these warning signals.

Objectives

Goal: The student will understand the signs of decay.

Objective: The student will recognize decay and its progress on extracted teeth and will write 1 - 6 depending its extent.

Given 10 hand drawn pictures of decayed teeth, the student will write the degree of decay on a sheet of paper in 10 minutes in class.

Unit XI

The Oral Cavity

It is the dentist's responsibility to examine the entire oral cavity for the patient. The dental assistant should also be aware of any abnormalities she notices. There are many areas to examine which are included

in the oral cavity.

Objectives

Goal: The student will understand the parts of the oral cavity.

Objective: Using the diagram in the lab book, the student will fill in the blanks outside of class.

In class the student will fill in the blanks naming the parts of the oral cavity with 100% accuracy.

Unit XII

The Tongue

The tongue is many times an indicator that a person has a health problem. It also occupies much of the area of the oral cavity. The tongue is very functional as you will discover.

Objectives

Goal: The student will understand the functions, areas, abnormalities of the tongue.

Objectives: Given a diagram of the tongue, the student will fill in the blanks with 100% accuracy in class in 10 minutes.

The student will define in class with 100% accuracy 5 developmental abnormalities and 4 abnormal conditions of the tongue.

Unit XIII

Life Cycle of the Tooth

Tooth development begins very soon in the embryonic life. Many things can happen that alter tooth development. There are several stages a tooth travels through from its development to its death or loss.

Objectives

Goal: The student will understand the life cycle of the tooth.

Objective: In class the student will list and explain the five stages of the growth period. 15 minute time limit.

The student will list in order the four cycles of the tooth explaining each in 25 words or less in a 15 minute quiz.

Unit XIV

Abnormalities That May Occur During Development

In the various stages of tooth development many happenings may affect the tooth bud and the eventual tooth development. Many interesting abnormalities are discussed in this unit. You will find it a stimulating addition to your knowledge.

Objectives

Goal: The student will understand the abnormalities that may occur during tooth development.

Objective: In class the student will define the given abnormalities in a 15 minute quiz. 8 out of 10 must be correct to pass.

Unit XV

Tooth Development

Knowing the approximate time of exfoliation and eruption of teeth is a very important subject for the dental assistant. This will help her identify the teeth and also the person's age.

Objectives

Goal: The student will know the seven stages of tooth development.

Objective: The student will fill in the blanks of a paragraph describing the stages of tooth development. This will be done in class as a 15 minute quiz.

Without outside help the student will fill in the missing figures in the deciduous eruption and exfoliation table. This will be a 15 minute quiz. No mistakes allowed.

In 15 minutes without outside help the student will list in order and with ages the eruption table for permanent teeth. No mistakes allowed.

Unit XVI

Occlusion

The relationship of the maxillary teeth to the mandibular teeth is an important consideration in restorative procedures. There are many people who have abnormal occlusion--you should be aware of the different types. This unit will cover the imprtance of normal occlusion and the types of abnormal occlusion.

Objectives

Goal: The student will understand the importance of occlusal relationship.

Objective: In class the student will fill in the blanks of the description of normal occlusion as stated on the hand out sheet. This will be done with 100% accuracy

On the diagram the student will number the cusps of the teeth according to the description below it. This will be done in class without outside help and with no mistakes.

The student will distinguish between the different types of malocclusion by labeling the illustrations outside of class.